

FALL 2004: COHORT 1
SOCIAL, CULTURAL, POLITICAL, AND
COMMUNITY DIMENSIONS OF [POSTSECONDARY] SCHOOLS
(CONTEXTUAL FACTORS AND INFLUENCES ON COLLEGES AND UNIVERSITIES)

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COURSE DESCRIPTION

According to the catalog,

[t]his course provides school leaders with an understanding of the historical, philosophical, ethical, social, and economic influences affecting education to the degree that they can apply their understandings to professional decisions. Students are expected to apply political concepts and strategies and approaches to collaboration in involving the community in decision making, building community support for integrating health and social services in support of students, and developing community support for school priorities. Throughout the course, students' work will be expected to manifest a sensitivity to issues of diversity in a pluralistic society.

Stated another way, this course frames the contextual factors and influences on colleges and universities, particularly in terms of their purposes and functions. The focus of the course rests on interrelationships among defined external constituents, administrators, faculty, students, and society. The course incorporates readings to define movements and issues, discusses theoretical explanations, and draws on empirical research. Balancing depth and breadth of topics, this course surveys a number of issues, but it pays particular attention to contemporary matters facing colleges and universities.

COURSE OBJECTIVES/IDENTIFIABLE OUTCOMES

- (1) To understand the relationship of institutions of higher education and society as well as focused viewpoints on nation-states, states, cities, and other sub-communities
- (2) To identify, discuss, and analyze several social, cultural, political, and community forces and influences to higher education as an institution
- (3) To articulate recent developments and growing trends in higher education
- (4) To introduce several conceptual frameworks of institutions' external environments
- (5) To develop an appreciation of theoretical explanations, especially in the context of social, cultural, political, and community forces
- (6) To critique theoretical applications
- (7) To appreciate the value (as well as challenges) of empirical research as a source of learning of the various issues raised
- (8) To gain insights on the multiple approaches in theory and research design and method to answer questions
- (9) To analyze the contextual factors and influences at the student's home institution
- (10) To encourage inquiry of colleagues on the issues of contextual factors and influences at the student's home institution

COURSE EXPECTATIONS AND CLASSROOM ETIQUETTE

- *Attendance and Engagement:* Your contributions to class discussions, and your absorption and reflection during the interactive components of the course add to your overall learning as well as to others in the cohort. Thus, attendance and engagement are mandatory.
- *Preparation:* Your level of preparedness directly impacts the course dynamics; therefore, readings and other assignments should be completed prior to the course meeting. In addition, absent a valid excuse or prearranged agreement, late assignments will not be accepted.
- *Opportunity and Openness:* The classroom should be a safe place to express ideas, opinions, and beliefs. Indeed, academic criticisms and discussions are critical elements of the course; however, behavior that obstructs traditional norms of academic freedom and mutual respect are not acceptable. Similarly, class participation is encouraged; at the same time, consideration of others such as providing others time to speak and learn should be respected. In other words, please provide opportunities for others to join the discussion.
- *Devices and Disruptions:* Please silence cell phones, beepers, and similar gadgets during class meetings. If you are on-call or an emergency signal is given, please quietly step outside of the classroom to address the matter.
- *Food and Physical Environs:* The class meetings are quite long. Although there will be periodic breaks, there may be times when you need to use the restroom, eat a snack in-class, or stretch a bit more. These are understandable needs. I only ask that you move quietly, keep the room clean, and avoid disrupting others. In addition, please feel free to provide me suggestions on how to make the physical environment and experience more comfortable.
- *Academic Integrity:* Adherence to academic norms and ethical standards is expected of graduate students. Emphasizing this point further, I wish to remind everyone to please properly attribute works (see also, Code of Student Life, Rule 3-3; Graduate Academic Catalog section on Academic Standards).

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The University will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Disability Support Services. At the Grand Forks campus, you may reach the staff at 190 McCannel Hall or (701) 777-3425 v/tty. Services are available to students who are registered and submit appropriate documentation. As your instructor, I am happy to discuss specific needs with you as well.

COURSE EVALUATION/GRADING

15%	Memo	20%	Presentation
30%	Class Participation	35%	Literature Review
A	90-100	B	80-89
		C	70-79

Class Participation: A substantial portion of this component is directly related to your contributions to the class discussions, particularly to the topical items that are assigned by groups. Each group will introduce the readings to the course and offer insights to their relevance (especially as how the readings inform us of the contextual factors and influences on colleges and universities).

Memo: A handout describing the memo in greater detail will be distributed on the first day of class. The memo identifies and analyzes the issues, and it recommends solutions. The memo is typically 4-6 double-spaced pages.

Presentation: A handout describing the presentation requirements and expectations will be distributed on the first day of class. Briefly stated, five to six pods are formed at the beginning of the semester. Each pod will present their “Analysis of the Contextual Environment and Influences on the Institution”. Each pod must represent either a different unit within an institution or a different institution. Presentation length is approximately 30 minutes which includes Q&A.

Literature Review: A handout describing the requirements and expectations of the literature review will be distributed on the first day of class. Based on a topic related to the course which you select, the literature review serves as a summary of common themes found in articles based on empirical research and/or scholarly inquiry and is tied to the issue which you propose to address. The paper length is approximately 10-15 double-spaced pages – excluding the bibliography.

REQUIRED TEXTS & MATERIALS

Altbach, P. G., Berdahl, R. O., Gumport, P. J. (1999). American higher education in the twenty-first century: Social, political, and economic challenges. Baltimore, MD: Johns Hopkins University Press.

Kerr, C. (2001). The uses of the university (5th ed.). Cambridge, MA: Harvard University Press.¹

Birnbaum, R. (1988). How colleges work: The cybernetics of academic organization and leadership. San Francisco: Jossey-Bass. (Chapters 1 and 6)

- This book will also be used in Introduction to Higher Education (EdL 541, Instructor: Sun).

Chronicle of Higher Education (access to weekly paper)

¹ The 4th edition is fine too.

OPTIONAL TEXTS AND MATERIALS

- American Psychological Association (2001). Publication manual of the American Psychological Association. Washington, D.C.: Author. (“APA Manual”)
- Newman, J. H. (1996). The idea of a university. New Haven, CT: Yale University Press.
- Nussbaum, M. C. (1997). Cultivating humanity: A classical defense of reform in liberal education. Cambridge, MA: Harvard University Press.
- Orrill, R. (Ed.), Education and democracy: Re-imagining liberal learning in America. New York, NY: College Entrance Examination Board.

TOPICS

UNIT 1 - PURPOSES AND ROLES: OVERVIEW OF THE ACADEMY AND INSTITUTIONAL STRUCTURES
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September 12-13

Readings:

REQUIRED

- 1.R.1 Bogue, E. G., & Aper, J. (2000). Exploring the heritage of American higher education: The evolution of philosophy and policy. Phoenix, AZ: The Oryx Press. (Chapter 2, *Purpose and performance: The evolution of higher education mission and goals*, pp. 17-34)
- 1.R.2 Kerr, C. (2001). The uses of the university (5th ed.). Cambridge, MA: Harvard University Press.

READINGS DEPENDENT ON GROUP ASSIGNMENT

Group A: Service & Society

- 1.A.1 Checkoway, B. (2001). Renewing the civic mission of the American research university. Journal of Higher Education, 72(2), 125-147.
- 1.A.2 Bringle, R. G., & Hatcher, J. A. (2000). Institutionalization of service learning in higher education. Journal of Higher Education, 71(3), 273-290.

Group B: Civic Engagement

- 1.B.1 Lake Snell Perry & Associates, & Tarrance Group, Inc. (2002). Short term impacts, long term opportunities: The political and civic engagement of young adults in America. (Report for The Center for Information and Research in Civic Learning & Engagement and The Center for Democracy & Citizenship and The Partnership for Trust in Government at the Council for Excellence in Government). Retrieved from:
http://www.higher-ed.org/resources/pp_circle_0302.pdf
- 1.B.2 W. K. Kellogg Foundation (1999). Methods of assessing the quality of public service and outreach in institutions of higher education: What's the state of the art?. Retrieved from:
http://www.higher-ed.org/resources/Kellogg_Report_1999.PDF

Group C: Town-Gown Relations

- 1.C.1 Gumprecht, B. (2003). The American college town. Geographical Review, 93(1), 51-80.
- 1.C.2 Ferman, B., & Hill, T. L. (2004). The challenges of agenda conflict in higher-education-community research partnerships: Views from the community side. Journal of Urban Affairs, 26(2), 241-257.

OPTIONAL

Geiger, R. (1999). The ten generations of American higher education. In P. G. Altbach, R. O. Berdahl, & P. J. Gumpert, American higher education in the twenty-first century: Social, political, and economic challenges (pp. 38-69). Baltimore, MD: Johns Hopkins University Press.

Assignments for 1st Class Meeting:

- (1) Bring a copy of a college/university organization chart and mission statement (preferably from your home institution).
- (2) Bring two articles from local, regional, or national papers that address two different news items but focus on the same college/university.
- (3) Bring an internal campus newsletter or bulletin (e.g., monthly newsletter for university employees)

UNIT 2 - A ROOM WITH A VIEW: EXTERNAL STRUCTURES INFLUENCING INTERNAL RESOURCES AND POLICIES, PART I

October 3-4

Readings:

REQUIRED

- 2.R.1 Berdahl, R. O., & McConnell, T. R. (1999). Autonomy and accountability: Who controls academe?. In P. G. Altbach, R. O. Berdahl, & P. J. Gumpert, American higher education in the twenty-first century: Social, political, and economic challenges (pp. 70-88). Baltimore, MD: Johns Hopkins University Press.
- 2.R.2 Gladieux, L. E., & King, J. E. (1999). The federal government and higher education. In P. G. Altbach, R. O. Berdahl, & P. J. Gumpert, American higher education in the twenty-first century: Social, political, and economic challenges (pp. 151-182). Baltimore, MD: Johns Hopkins University Press.
- 2.R.3 Birnbaum, R. (1988). How colleges work: The cybernetics of academic organization and leadership. San Francisco: Jossey-Bass. (Chapter 1)

READINGS DEPENDENT ON GROUP ASSIGNMENT

Group A: Curriculum, Canons, and Peer Evaluators

Curriculum & Canon

- 2.A.1 Levine, L. W. (1996). The opening of the American mind: Canons, culture, and history. Boston, MA: Beacon Press. (Chapter 1, *Through the looking glass*, pp. 3-33).

- 2.A.2 Aronowitz, S. (2000). The knowledge factory: Dismantling the corporate university and creating a true higher learning. Boston, MA: Beacon Press. (Chapter 6, *What is taught, what is learned?*, pp. 125-156)

Accreditation Groups

- 2.A.3 Harclerod, F. F. (1999). The hidden hand: External constituencies and their impact. In P. G. Altbach, R. O. Berdahl, & P. J. Gumpert, American higher education in the twenty-first century: Social, political, and economic challenges (pp. 241-268). Baltimore, MD: Johns Hopkins University Press.

Group B: Business -- Influences and Interests

Business

- 2.B.1 Nicklin, J. L. (1995). The hum of corporate buzzwords: Colleges look to businesses for advice on restructuring. Chronicle of Higher Education, 41(20), A33-A34.
- 2.B.2 Young, D. R. (2001). The influence of business on nonprofit organizations and the complexity of nonprofit accountability: Looking inside as well as outside. American Review of Public Administration, 32(1), 3-19.
- 2.B.3 Worthen, H., & Berry, J. (2002). Bargaining for “quality” in higher education: A case study from the City Colleges of Chicago. Labor Studies Journal, 27(3), 1-23.
- 2.B.4 Van Der Werf, M. (1999, Sept. 3). A vice-president from the business world brings a new bottom line to Penn. Chronicle of Higher Education, 46(2), A72-A75.
- 2.B.5 Evelyn, J. (2002, Apr. 12). A community college tests the limits of outsourcing. Chronicle of Higher Education, 48(31), A30.

Group C: Business and Government -- Influences and Interests

Government

- 2.C.1 McGuiness, Jr., A. C. (1999). The states and higher education. In P. G. Altbach, R. O. Berdahl, & P. J. Gumpert, American higher education in the twenty-first century: Social, political, and economic challenges (pp. 183-215). Baltimore, MD: Johns Hopkins University Press.

Business-Government-Higher Education (Triple Helix)

- 2.C.2 Feldman, M., & Desrochers, P. (2003). Research universities and local economic development: Lessons from the history of the Johns Hopkins University. Industry and Innovation, 10(1), 5-24.
- 2.C.3 Humphreys, B. R. (2000). Do business cycles affect state appropriations to higher education?. Southern Economic Journal, 67(2), 398-413.

Group D: Impacts on Academic Administration

Academic Life: Revealing the role of the professor

- 2.D.1 Sykes, C. J. (1990). Prof scam: Professors and the demise of higher education. New York, NY: St. Martin's Griffin. (Chapter 3, *The flight from teaching*, pp. 33-50)
- 2.D.2 Lucas, C. J. (1996). Crisis in the academy: Rethinking higher education in America. New York, NY: St. Martin's Griffin. (Chapter 5, Academic priorities and the professoriate: Who shall teach?, pp. 169-202)
- 2.D.3 O'Neil, R. M. (1999). Academic freedom: Past, present, and future. In P. G. Altbach, R. O. Berdahl, & P. J. Gumpert, American higher education in the twenty-first century: Social, political, and economic challenges (pp. 89-108). Baltimore, MD: Johns Hopkins University Press.

OPTIONAL

- Zusman, A. (1999). Issues facing higher education in the twenty-first century. In P. G. Altbach, R. O. Berdahl, & P. J. Gumport, American higher education in the twenty-first century: Social, political, and economic challenges (pp. 109-148). Baltimore, MD: Johns Hopkins University Press.
- Wren, D. A. (1983). American business philanthropy and higher education in the nineteenth century. Business History Review, 57, 321-346.
- Honan, J. P., & Teferra, D. (2000). The American academic profession: Key policy challenges. In P. G. Altbach (Ed.), The changing academic workforce: Comparative perspectives (pp. 234-258). http://www.bc.edu/bc_org/avp/soe/cihe/publications/pub_pdf/academicworkplace.pdf (Honan, chapter 9)
- Apple, M. W. (1996). Cultural politics & education. New York, NY: Teachers College Press.

Assignment for 2nd Class Meeting:

- (1) Identify possible paper topic.

Case Analysis: Multiversity State University (MSU) case will be distributed.

UNIT 3 - A ROOM WITH A VIEW: EXTERNAL STRUCTURES INFLUENCING INTERNAL RESOURCES AND POLICIES, PART II

October 17-18

Readings:

REQUIRED

- 3.R.1 Birnbaum, R. (1988). How colleges work: The cybernetics of academic organization and leadership. San Francisco: Jossey-Bass. (Chapter 6)
- 3.R.2 Dey, E. L., & Hurtado, S. (1999). Students, colleges, and society: Considering the interconnections. In P. G. Altbach, R. O. Berdahl, & P. J. Gumport, American higher education in the twenty-first century: Social, political, and economic challenges (pp. 298-322). Baltimore, MD: Johns Hopkins University Press.
- 3.R.3 Bogue, E. G., & Aper, J. (2000). Exploring the heritage of American higher education: The evolution of philosophy and policy. Phoenix, AZ: The Oryx Press. (Chapter 5, *Performance accountability: The evidence of quality*, pp. 82-107)

READINGS DEPENDENT ON GROUP ASSIGNMENT

Group A: Academic Experiences and Values

Alumni

- 3.A.1 Singer, T. S., & Hughey, A. W. (2002). The role of the alumni association in student life. In M. B. Snyder (Ed.). Student affairs and external relations (pp. 51-67) (New Directions for Student Services, No. 100). Wiley Periodicals, Inc.

Credential Society

- 3.A.2 Brown, D. (2001). The social sources of educational credentialism: Status cultures, labor markets, and organizations. Sociology of Education, Extra Issue (2001), 19-34

Group B: Impacts on the College Experience and Norms

Accountability, Standards, Assessments, and Evaluations

- 3.B.1 Alexander, F. K. (2001). The changing face of accountability: Monitoring and assessing institutional performance in higher education. Journal of Higher Education, 71(4), 411-431.
- 3.B.2 Dunn, D. D. (2003). Accountability, democratic theory, and higher education. Educational Policy, 17(1), 60-79.

Group C: College Decision-making and Policies Based on Fear?

Socio-Legal Environment

- 3.C.1 Olivas, M. A. (1999). The legal environment: The implementation of legal change on campus. In P. G. Altbach, R. O. Berdahl, & P. J. Gumpert, American higher education in the twenty-first century: Social, political, and economic challenges (pp. 216-240). Baltimore, MD: Johns Hopkins University Press.
- 3.C.2 Beckham, J. & Pearson, D. (2002). Negligent liability issues involving colleges and students: Does an ethic of caring heighten institutional liability?. New Orleans, LA: Paper presented at the 48th Annual Conference for the Education Law Association (ERIC Document Reproduction Service No. ED473373).

Group D: Competition and Prestige

Commercial Publishers

- 3.D.1 Ehrenberg, R. G. (2002). Reaching for the brass ring: The *U.S. News & World Report* rankings and competition. Review of Higher Education, 26(2), 145-162.

Search for Prestige

- 3.D.2 Abbott, W. F. (2002). Prestige and goals in American universities. Social Forces, 52, 401-407.
- 3.D.3 Nidiffer, J., & Bouman, J. P. (2001). The chasm between rhetoric and reality: The fate of the “democratic ideal” when a public university becomes elite. Educational Policy, 15(3), 432-451.

Group E: Gender Dynamics

Athletics: Gender Factor

- 3.E.1 Theilin, J. (2000). Good sports?: Historical perspective on the political economy of intercollegiate athletics in the era of Title IX, 1972-1997. Journal of Higher Education, 71(4), 391-410.

Professional Labor Market: Gender Factor

- 3.E.2 McBrier, D. B. (2003). Gender and career dynamics within a segmented professional labor market: The case of law academia. Social Forces, 81(4), 1201-1266.

OPTIONAL

Fincher, C. (1975). On the rational solution of dominant issues in higher education. Journal of Higher Education, 46(5), 491-505.

Ehrlich, T. (1997). Dewey versus Hutchins: The next round. In R. Orrill (Ed.), Education and democracy: Re-imagining liberal learning in America (pp. 225-262). New York, NY: College Entrance Examination Board.

Nidiffer, J., & Bouman, J. P. (2004). "The university of the poor": The University of Michigan's transition from admitting impoverished students to studying poverty, 1870-1910. American Educational Research Journal, 41(1), 35-67.

Assignment for 3rd Class Meeting:

- (1) Multiversity State University (MSU) memo due.

UNIT 4 - SPECIAL CASES AND DILEMMAS: WHAT'S A COLLEGE TO DO?

October 31-November 1

Readings:

REQUIRED

- 4.R.1 Kezar, A. (2004). Obtaining integrity?: Reviewing and examining the charter between higher education and society. Review of Higher Education, 27(4), 429-459.
- 4.R.2 Levine, A., & Cureton, J. S. (1998). When hope and fear collide: A portrait of today's college student. San Francisco, CA: Jossey-Bass, Inc. (Chapter 4, *Multiculturalism: The campus divided*, pp. 71-91).
- 4.R.2 Gumpert, P. J., & Chun, M. (1999). Technology and higher education: Opportunities and challenges for the new era. In P. G. Altbach, R. O. Berdahl, & P. J. Gumpert, American higher education in the twenty-first century: Social, political, and economic challenges (pp. 370-395). Baltimore, MD: Johns Hopkins University Press.

READINGS DEPENDENT ON GROUP ASSIGNMENT

Group A: Community Correctness or Respect?

- 4.A.1 Connolly, M. R. (2000). What's in a name?: A historical look at Native American-related nicknames and symbols at three U.S. universities. Journal of Higher Education, 71(5), 515-547.

Group B: Community Property?

- 4.B.1 Read, B. (2004, Feb. 6). The downloading beat goes on. Chronicle of Higher Education, 50(22), A25.
- 4.B.2 Farrell, E. F. (2002, May 17). Charges of academic wrongdoing roil another sports powerhouse. Chronicle of Higher Education, 48(36), A43.
- 4.B.3 Brownstein, A. (2002, Mar. 1). Duke asks applicants if they got help on essays, and most say they did. Chronicle of Higher Education, 48(25), A35.
- 4.B.4 Review website: <http://creativecommons.org/>

Group C: Useful to Community?

- 4.C.1 Ward, K. (2003). Faculty service roles and the scholarship of engagement (ASHE Higher Education Report Volume 29, Number 5). San Francisco: Jossey-Bass, Inc. (pp. 69-100 only)

OPTIONAL

- Weingartner, R. H. (1999). The moral dimensions of academic administration. New York, NY: Rowan & Littlefield Publishers, Inc. (Chapter 1, *Institutions of higher education have obligations*, pp. 1-16)
- Dugery, J., & Knowles, J. (2003). University and community research partnerships: A new approach. Charlottesville, VA: Pew Partnership for Civic Change.
http://www.pew-partnership.org/pdf/UCRP_report.pdf
- Duster, T. (1997). The stratification of cultures as the barrier to democratic pluralism. In R. Orrill (Ed.), Education and democracy: Re-imagining liberal learning in America (pp. 263-286). New York, NY: College Entrance Examination Board.
- Knefelkamp, L., & Schneider, C. (1997). Education for a world-lived in common with others. In R. Orrill (Ed.), Education and democracy: Re-imagining liberal learning in America (pp. 327-344). New York, NY: College Entrance Examination Board.
- Bruhn, J. G., Zajac, G., Al-Kazemi, A. A., Prescott, Jr., L. D. (2002). Moral positions and academic conduct: Parameters of tolerance for ethics failure. Journal of Higher Education, 73(4), 461-493.

Assignment for 4th Class Meeting:

- (1) Present “Analysis of the Contextual Environment and Influences on the Institution”.

DETAILED OUTLINE: LITERATURE REVIEW
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November 9th, 2:00 pm

Outline due: Tuesday, November 9th by 2:00 pm

FINAL PAPER: LITERATURE REVIEW

December 17th, 2:00 pm

Paper due: Friday, December 17th by 2:00 pm